



House of Representatives

General Assembly

File No. 458

January Session, 2017

House Bill No. 7205

House of Representatives, April 6, 2017

The Committee on Education reported through REP. FLEISCHMANN of the 18th Dist., Chairperson of the Committee on the part of the House, that the bill ought to pass.

AN ACT CONCERNING EARLY LITERACY.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-145r of the general statutes is repealed and the
2 following is substituted in lieu thereof (*Effective July 1, 2017*):

3 For the school year commencing July 1, 2014, and biennially
4 thereafter, the local or regional board of education that employs a
5 certified individual who holds an initial, provisional or professional
6 educator certificate with an early childhood nursery through grade
7 three or an elementary endorsement in a position requiring such an
8 endorsement in kindergarten to grade three, inclusive, shall require
9 each such certified individual to take a survey on reading instruction,
10 developed by the Department of Education that is based on the
11 reading instruction examination approved by the State Board of
12 Education on April 1, 2009, or a comparable reading instruction
13 examination with minimum standards that are equivalent to the
14 examination approved by the State Board of Education on April 1,
15 2009. The department shall design such survey in a manner that

16 identifies the strengths and weaknesses of such certified individuals in
17 reading instruction practices and knowledge on an individual, school
18 and district level. Such survey shall be administered at no financial
19 cost to such certified individual, [and in a manner that protects the
20 anonymity of such certified individual.] The results of such survey
21 shall be distributed to such certified individual and the supervisor of
22 such certified individual who is responsible for designing and
23 facilitating the program of professional development conducted
24 pursuant to section 10-148b for such certified individual, but shall not
25 be included as part of any summative ratings for performance
26 evaluations, conducted pursuant to section 10-151b, and not be subject
27 to disclosure under the Freedom of Information Act, as defined in
28 section 1-200. Such results shall be used for the purpose of improving
29 reading instruction by developing student learning objectives and
30 teacher practice goals that will be included in the professional
31 development conducted pursuant to section 10-148b for such certified
32 individuals.

33 Sec. 2. (NEW) (*Effective July 1, 2017*) (a) The Department of
34 Education shall establish a reading readiness program that provides
35 tiered supports in early literacy to local and regional boards of
36 education. The department shall determine the reading readiness of
37 each school and school district by considering any combination of the
38 following: (1) Whether the school or school district has developed and
39 is implementing a multiyear plan and allocated resources specifically
40 for kindergarten through grade three literacy, (2) whether teachers and
41 administrators have received training regarding the science of teaching
42 reading, and the extent to which teachers and administrators have
43 completed the program of professional development in scientifically
44 based reading research and instruction, pursuant to section 10-148b of
45 the general statutes, (3) the level of access to external coaches in
46 literacy, and (4) whether there is reading intervention staff embedded
47 at the school or in the school district.

48 (b) The department shall offer tiered supports in literacy to local and
49 regional boards of education based on the reading readiness of a

50 school or school district, as determined in subsection (a) of this section.
51 Such tiered supports shall be provided as follows:

52 (1) Tier one universal supports shall be provided to all schools and
53 school districts and include online professional development modules
54 aligned with the reading instruction survey, as described in section 10-
55 145r of the general statutes, as amended by this act, and other literacy
56 modules and programs available in the state;

57 (2) Tier two targeted supports shall be provided to those schools
58 and school districts with an identified need and requires (A) certain
59 teachers and administrators to complete a two-year program of literacy
60 leadership training, (B) targeted professional development, in
61 accordance with the provisions of section 10-148b of the general
62 statutes, using the results of the reading instruction survey, as
63 described in section 10-145r of the general statutes, as amended by this
64 act, and (C) external coaching support using alliance district or
65 commissioner's network of schools funding; and

66 (3) Tier three intensive supports shall be provided to those schools
67 and school districts with an identified need and requires multiyear
68 support from the department and commitment from the school or
69 school district, including, but not limited to, the use of alliance district
70 funding to support a kindergarten through grade three reading
71 literacy program, technical support in the drafting and submission of
72 alliance district reading plans, identifying and embedding dedicated
73 literacy coaches and reading interventionists, targeted and intensive
74 professional development, and funds for assessment and instructional
75 materials.

76 (c) If such tiered supports are for a school participating in the
77 commissioner's network of schools, pursuant to section 10-223h of the
78 general statutes, or a school located in or a school district for a town
79 designated as an alliance district, as defined in section 10-262u of the
80 general statutes, such tiered supports shall be aligned with any
81 turnaround plan, developed pursuant to section 10-223h of the general
82 statutes, or alliance district plan, developed pursuant to section 10-

83 262u of the general statutes.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2017</i>	10-145r
Sec. 2	<i>July 1, 2017</i>	New section

ED *Joint Favorable*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact:

Agency Affected	Fund-Effect	FY 18 \$	FY 19 \$
Education, Dept.	GF - Cost	Up to 1.5 million	Up to 1.5 million

Note: GF=General Fund

Municipal Impact:

Municipalities	Effect	FY 18 \$	FY 19 \$
Various Local and Regional School Districts	Reallocation within the district	See Below	See Below

Explanation

The bill results in a cost of up to \$1.5 million to the State Department of Education (SDE) associated with establishing a reading readiness program with tiered supports.

The new program (Tier 1) must provide universal supports to all schools and districts, including online professional development modules. It is estimated that expanding existing online modules to offer this instruction, statewide, will result in a cost of up to \$250,000.

Additionally, resources will be required to offer specified training to local and regional school districts. It is anticipated that this will cost \$100 per teacher, with approximately 12,000 certified professionals required to participate in the training, for a statewide cost of approximately \$1.2 million.

Tiers 2 and 3 of the program require targeted and intensive training to certain districts, which SDE can do with existing modules and

training programs. Additionally, the bill requires that alliance district or commissioner's network funding be used to achieve the supports in the various tiers. Without additional funding, this requirement will result in a reallocation of alliance district and commissioner's network funds within each district from projects or programs currently being funded.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future subject to the amount of training provided annually, and the reallocation of funds.

OLR Bill Analysis**HB 7205*****AN ACT CONCERNING EARLY LITERACY.*****SUMMARY**

This bill requires the State Department of Education (SDE) to establish a reading readiness program that provides three tiers of supports, depending upon need, in early literacy to boards of education. It requires SDE to (1) determine the reading readiness of each school and school district by considering a combination of factors spelled out in the bill and (2) then to provide literacy supports to school districts based on each school or district's reading readiness. The bill does not set a date for SDE to establish this program.

The bill states that in situations where a school is part of the commissioner's network program or an alliance district, the tiered literacy supports must be aligned with the plan developed for that school or district under either of those programs. (It is not clear how the literacy supports can align with existing improvement plans (whether commissioner's network or alliance district) if those plans do not already include the same types of literacy supports.)

The bill also specifically requires the results of literacy surveys, which must be taken by all teachers in positions requiring endorsements in either early childhood nursery through grade three or elementary education, to be distributed to the teacher and the supervisor responsible for designing and facilitating the teacher's professional development. The bill also removes the provision that the survey be conducted in a way that protects the teacher's anonymity.

By law and unchanged by the bill, the survey results are not included in the teacher's annual evaluation and are exempt from disclosure under the state's Freedom of Information Act. A different

statute already requires the survey results to be used to develop the teacher's professional development program (see BACKGROUND).

EFFECTIVE DATE: July 1, 2017

READING READINESS PROGRAM

Factors in Determining Reading Readiness

Under the bill, SDE must determine the reading readiness of each school and school district by considering any combination of the following:

1. whether the school or district has developed and is implementing a multiyear plan and allocated resources specifically for kindergarten through grade three literacy;
2. whether teachers and administrators have received training in the science of teaching reading, and the extent to which teachers and administrators have completed an SDE-designed program of professional development in scientifically-based reading research and instruction;
3. the level of access to external literacy coaches; and
4. whether there is reading intervention staff within the school or district.

Tiered Supports in Literacy

Under the bill, SDE must offer tiered supports in literacy to local and regional boards of education based on the reading readiness of a school or school district.

The three tiers to be provided are as follows:

Tier 1: universal supports to all schools and districts, including online professional development modules aligned with the reading instruction survey, mentioned above, and other literacy modules and programs available in the state;

Tier 2: targeted supports to the schools and districts with an identified need, requiring (a) certain teachers and administrators to complete a two-year program of literacy leadership training, (b) targeted professional development in accordance with an SDE-designed reading instruction program using the results of the reading instruction survey, and (c) external coaching support using alliance district or commissioner's network funding; and

Tier 3: intensive supports to the schools and school districts with an identified need, requiring multiyear SDE support and school or district commitment including (a) the use of alliance district funding to support a kindergarten through grade three reading literacy program, (b) technical support in the drafting and submission of alliance district reading plans, (c) identifying and including dedicated literacy coaches and reading interventionists, (d) targeted and intensive professional development, and (e) funds for assessment and instructional materials.

The tiered literacy supports must be aligned, as appropriate, with the plan developed for that school or district under either the commissioner network program or the alliance district program.

BACKGROUND

Reading Survey and Professional Development

By law, any certified teacher required to complete the reading instruction survey must have a program of professional development designed using the results of the survey, in accordance with the conditions set in CGS § 10-145r (CGS § 10-148b).

Commissioner's Network of Schools and Alliance Districts

These are two SDE programs aimed at providing state interventions in low performing schools and districts. The commissioner's network is for individual schools that are struggling to improve student achievement. The alliance districts are the 30 lowest performing school districts in the state. Alliance district schools must receive SDE approval for an improvement plan before they can receive any additional education cost sharing (ECS) dollars beyond the level they

received in 2012.

COMMITTEE ACTION

Education Committee

Joint Favorable

Yea 34 Nay 0 (03/20/2017)